

GPN

Curriculum RP-48

1964?

OTHER
373.19097B
OS9DC/C-H9-12

ISSUED BY AUTHORITY OF
THE MINISTER OF EDUCATION



MAN IN SOCIETY

AN OPTIONAL COURSE FOR GRADE 11 OR GRADE 12 OF
THE FOUR-YEAR PROGRAMME

These courses are experimental in that they will be subject to review.
Suggestions for their improvement will be welcomed.



Digitized by the Internet Archive
in 2019 with funding from
University of Toronto

<https://archive.org/details/maninsocietyopti00onta>

MAN IN SOCIETY

TABLE OF CONTENTS

Introduction	1
Unit I: A Study of Modern Social Institutions	2
Unit II: The Forces of Environment	3
Unit III: Manners, Morals and Law	4
Unit IV: Social Structure in the Modern Community	4
Unit V: Training for Social Living	5
Unit VI: The Individual and Society	6
Unit VII: Challenges of Contemporary Society	7
Rapidity of Technological Change	7
The Challenge of Urbanization and Community Planning	8
Leisure	8
The Problem of Crime	9
Minority Groups in a Democratic Society	9
Power Groups Within Our Society	10
Labour and Management	10
Morality in Public Office	10
Old Age and Social Security	11
Living Standards in Our Community	11
The Problem of Population	11
Bibliography	12

MAN IN SOCIETY

INTRODUCTION

The aim of this course is to lead the student to an understanding of the institutions and forces in contemporary life and to an assessment of his relationship to the society in which he lives.

The course is not designed to be a mere text-book presentation. It should proceed through directed discussion, projects, and assignments in which the texts are used mainly as reference material.

The teacher will require a sound grounding and interest in one or more of the social sciences, a wide background of general knowledge, and a considerable appreciation of contemporary affairs.

Flexible and resourceful presentation of the subject matter will stimulate student interest and participation. For example, the teacher is encouraged to use discussion leaders and resource people from within his own school system and from the community at large. In all such seminar groups or panel discussions as may be arranged, a short talk in the special subject area might be followed by a question period.

Unit I: A STUDY OF MODERN SOCIAL INSTITUTIONS

Institution Defined

Purpose of an Institution

Types of Institutions

Modification of Institutions

The Family

Family forms in history

Marriage customs of the past

Influences of modern cultural changes on the family

Modern suburban life

The State

Role of the state

Classification of government activities

The state and new social needs

The School

Changing meaning of education

Development of ethical values

Training for world responsibility

Modern school facilities

The Church

Religious tolerance

Religion and ethics

Organized religion to-day

The Courts

Industry and Business

Development of economic systems

Modern production

Projects and Problems

1. (a) Contrast the typical urban house of fifty years ago with present day multiple-unit dwellings or the modern suburban residence.
 (b) How did the style of housing in each case influence and reflect family living?
2. How does government act as a means of social control? Develop a report on these controls.
3. Develop a report on the strengths and weaknesses of individualism in modern business.
4. Presenting your material in the form of a research report, compare family life in the small town with family life in a suburban area.
5. It has been asserted that the greatest freedom is found within the limits of the law. What do you understand this statement to mean?
6. In the course of the past fifty years in what ways has education endeavoured to meet the challenge of changing social conditions?
7. Why is training for world responsibility a necessity to-day?
8. What developments have recently taken place in church unity and co-operation?

Unit II: THE FORCES OF ENVIRONMENT

The Social Environment

Contrast between isolation and contact
 Criteria for the definition of society
 The function of society
 The bonds of society
 The importance of communication
 Direct and indirect means of communication

The Natural Environment

Controlling the natural environment
 Geographical environment and social life

Development of Civilization

Differences in standards and values
 Dependency of man upon the cultural heritage
 Cultural change
 Influence of inventions on civilization
 Rapidity of modern cultural change
 Necessity for adjustment to cultural change

The Roles of Heredity and Environment in the Development of the Individual

Racial heredity and racial traits
 Ancestral heredity
 Environmental influences
 The distinctions between environment and heredity

Projects and Problems

1. Microfilm is now being used widely to record vast amounts of printed material in a small space. Discuss the advantage of using this device for communicating with people who will live 100 years from now.
2. Write an essay entitled "If I were Isolated for a Year". Tell of the effects of isolation. Indicate what you would do to keep some contact with society.
3. Read the short story "The Country of the Blind" by H. G. Wells. Show how it illustrates the effects of isolation on a people's progress.
4. What probable future developments in transportation and communication will contribute to man's mastery of his environment?
5. How do customs and tradition influence the individual?
6. List inventions, discoveries and knowledge attributed to Stone Age men.
7. Report in some detail on one of the first inventions or discoveries made by primitive men.
8. Report on the customs of a patriarchal family.
9. Exhibit pictures dealing with primitive and nomadic peoples.
10. Develop a project dealing with early Canadian folk music (including Indian and Eskimo).
11. Prepare reports on Burbank, Mendel and Thomas Huxley. Bring out the contribution each made toward the understanding of heredity and environment.
12. What adjustments did Robinson Crusoe make in his way of life in order to save himself from insanity?
13. Give reasons why it would be harder to live an isolated life to-day than it was a hundred years ago.

14. What are some of the remarkable things that men in our civilization have done to master their environment?
15. How does man compare with animals in his ability to adapt himself to his environment?
16. How does the natural environment give rise to great national and international problems to-day?
17. Why do animals fail to build up a culture?
18. List culture traits in existence to-day that were unknown in the culture of 1800.
19. What difficulties are there in taking the Eskimos or some other isolated people as examples of life of our own ancestors in the Stone Age?
20. Give examples of cultural lags in our own society.
21. What relationship exists between the structure of modern society and the tribal organization of the past?
22. Make a list of the characteristics acquired mainly through heredity.
23. How do you explain the greatness of Beethoven, Churchill or Edison? Would you attribute this greatness to heredity, unique opportunity, or a combination of both?

Unit III: MANNERS, MORALS AND LAW

Manners

Morals

Law

Criteria of a sound law

Rights

Freedom

Justice

Projects and Problems

1. Give a brief report on the codes of Hammurabi and Draco. Compare these codes to modern concepts of justice.
2. Develop a chart of five major social institutions and indicate the most important customs each perpetuates.
3. Write a report on a major reform movement of the 19th Century (e.g. Wilberforce and the Slave Trade, Elizabeth Fry and Prisons) and indicate how vested interests and indifferences affected the movement.
4. How does a group enforce its mores?

Unit IV: SOCIAL STRUCTURE IN THE MODERN COMMUNITY

Primary and Secondary Groups

Reference Groups

Social Classes

Ethnic Groups

The Peer Group

Projects and Problems

1. Develop a short report on the differences between caste systems and open-class social structures.
2. What are the chief primary groups?
3. What are some of the important qualities that we acquire in the primary group?
4. If you were suddenly to inherit a million dollars, what major social problem would you face?
5. On this continent we are considered to have an "open-class" society. To the extent that we have this type, in what ways is it more realistic than the aim of some countries toward a classless society.
6. Give examples of how the individual conforms in society. Why does society demand conformity? How much conformity should society demand? To what extent has non-conformity of the individual been a benefit to the development of society?
7. Compare the "caste system" of India with the type of "class system" which we might be considered to have on this continent.

Unit V: TRAINING FOR SOCIAL LIVING

The Importance of Learning and Remembering

Man as a habit controlled animal
 Habit building
 Conditioning and habit formation
 Process of unconditioning
 Classical and operant conditioning
 Motor skills
 Learning through understanding
 The conditions of learning
 Failure of retention

Thinking, Reasoning and Problem-Solving

The images of thought
 Directed thinking
 Creative thinking
 Concept formation strategies
 Games and strategy
 Obstacles to problem-solving
 Associative thinking
 Logic
 How emotions colour our thinking

Projects and Problems

1. From the lives of great poets, musicians, writers and scientists, examine instances of great creative achievement.
2. Trace the influence of such creative achievement on later society.
3. For interesting studies and experiments on Learning and Remembering see Candal and Campbell: Exploring Behaviour (Basic Books), General Publishing Company.

Unit VI: THE INDIVIDUAL AND SOCIETY

The Power of Society to Influence Individual Thinking

- Group expectations of us
- The informal controls of primary groups
- Control in society at large
- Where we get our facts and opinions
- The transmission of ideas
- Suggestion
- Persuasion
- Coercion
- Advertising
- Propaganda
- Agencies of influence

Democracy and the Individual

- The movement toward democracy
- Economic pressures
- Types of democracies
- Active democracies
- Passive democracies
- Parliamentary democracies
- Role of the citizen in a democracy

(Optional Topic)

Public Opinion in a Democracy

- Two kinds of public opinion - static, dynamic
- The consensus of opinion
- Function of public opinion in government
- Role of the leader of opinion
- Limitations of public opinion
- Essentials for sound public opinion
 - (Free speech, free press, free expression of unpopular facts or ideas, equal access to the agencies of communication)
- The danger of concentrated control over communications
- The unmasking of propaganda
- The problem of the pressure group

Projects and Problems

1. Select an article on a controversial subject and select from it examples of (a) statement of fact, (b) statement of opinion.
2. Find clippings that illustrate propaganda. Develop simple reports on what these clippings seek to have you believe.
3. Prepare an exhibit of advertising. Place similar advertisements together under such headings as "Appeals to Fear" and "Appeals to Pride".
4. Observe a public speaker's attempt to win his audience. What techniques did he use?
5. Prepare a bulletin board display of what you consider to be (a) effective advertising, (b) ineffective advertising.
6. Choose a current topic of national importance and over a brief period of time collect as many opinions as possible on it. Include newspaper clippings, radio speeches, news broadcasts and interviews.
7. List some of the functions of society taken over by government in the past 25 years.
8. Prepare an essay on the provisions for social welfare in Canada to-day.

9. Discuss the possibility of public opinion polls influencing the outcome of an election.
10. Which is more reliable, our memory of an unexciting happening or of one that was exciting? Give reasons for your choice.
11. How do we form stereotypes? How do they impede clear thinking?
12. How may a newspaper's special interest affect its coverage of the news?
13. Under what conditions might a people be willing to exchange democracy for dictatorship?
14. What weaknesses are inherent in public opinion?
15. Why is public opinion easily exploited?
16. "Bad newspapers tend to drive good ones out of circulation". Discuss this statement.
17. Debate: Resolved that motion pictures, television, and radio programmes mould public opinion in the interest of a better society.
18. Could pressure groups exist in a totalitarian state? When do such groups constitute a threat to government by the majority?
19. What part does fashion play in controlling our behaviour?
20. What can you say to prove or disprove the statement that the radicals of one generation are the heroes of the next?
21. How do radio and television serve the process of democratic government?

Unit VII: CHALLENGES OF CONTEMPORARY SOCIETY

Rapidity of Technological Change

The present industrial revolution

Educational problems arising from this revolution

Effects of automation

The problem of unemployment and the need for re-training

The position of the unskilled worker in our society

Projects and Problems

1. Compare the social effects of the 19th Century Industrial Revolution with the effects of the present technological revolution.
2. Visit a newspaper office or library and spend an hour reading a newspaper file of 1900. Make a list of customs and methods of living that differ from those of the present day.
3. Make a list of customs and methods of living that will differ in the year 2000 A.D. from those of the present day.
4. Organize a field trip to an automated plant.
5. When Edison invented the light bulb, people were afraid to use it for fear it would blow up and kill them. Do you recognize a parallel in modern inventions?
6. What inventions of the last fifty years have made it possible for culture traits to spread more rapidly throughout the world?

The Challenge of Urbanization and Community Planning

The purpose of community planning
 The rings of city growth
 Blighted areas
 Some aims of planning
 Special problems of municipal planning
 (Recreation space, slum clearance, subdivision control)
 The small town
 The rural community

Projects and Problems

1. Appoint a committee to investigate planning in your community. What zoning regulations exist?
2. Develop a report (illustrated by a chart) for the redevelopment of an older area of your own community.
3. Draw up a graph to show the population growth of your community over a long period. Try to account for pronounced fluctuations.
4. Plot a line graph using statistics from the decennial census to compare the trends in urban and rural population in Canada since 1870.
5. Are problems of air and water pollution serious in your own community? What steps may be taken by citizens to correct evils of air and water pollution?
6. Where would you suggest the site of a new high school in your community? (Base your conclusions on present community planning and other factors relevant to the choice of site).

Leisure

Importance of recreation to the individual
 Leisure defined
 Tests of good recreation
 Entertainment or participation
 Imaginary or genuine experience
 The community's responsibility for recreation
 The need of education for leisure
 Intellectual and educational types of recreation
 Physical types of recreation

Projects and Problems

1. List the things you do in your leisure time. Which of these meet the test of good recreation?
2. List the non-commercial recreations provided by public and private agencies in your community.
3. What is the essential difference between work and leisure?
4. What are the shortcomings of commercial amusements?
5. What are the strengths and weaknesses of professionalism in sports?

The Problem of Crime

Definition of crime
 Classification of crimes
 Theories of causes
 Lombroso's theory of causation
 The cost of crime
 Conditions which produce the criminal
 Treatment of offenders
 Development of modern prisons
 Probation and parole
 Improving correctional procedures
 Segregation of habitual criminals
 Prevention of crime

Projects and Problems

1. Develop a report on the temptations toward crime in our society.
2. Prepare a report on the probation and parole systems in your community. What seems to be the percentage of success under these systems? Do you favour a parole programme?
3. Prepare a statistical report on prisoner rehabilitation. What goods may be manufactured in prisons? What training and courses may be offered to prisoners?
4. Arrange a visit to a local court.
5. Prepare a simple report on the Canadian Criminal Code under: (i) Classification of crimes, (ii) Number of sections dealing with crime against the state, persons and property, (iii) Recent amendments to the Code.
6. "Crime is a false solution to a personal problem". Explain.
7. Discuss the following statements: (a) Crimes against property increase during the winter months, (b) The age group from 16 to 20 has the highest rate of burglary and larceny, (c) Crime against property decreased during World War II.
8. Why is there a far higher rate of crime in the city than in the country?
9. In sentencing a criminal should a judge be influenced more by the nature of the crime than by the character of the offender?
10. Discuss the following statement: "Not severity of punishment but certainty that the criminal will be caught and convicted is the best deterrent to crime".
11. Seventy per cent of all prisoners are repeaters. How do you explain this?
12. Some persons argue that parole is costly to society in that many parolees fail and commit further crimes. Others argue that parole would save from a life of crime many who, because of imprisonment, become habitual criminals. Discuss this controversy.

Minority Groups in a Democratic Society

The racial problem in the United States
 Asians of the Pacific coast area
 Indians and Eskimos of North America
 Anti-semitism
 Biculturalism

Projects and Problems

1. In an essay trace the history of the Negro problem in the United States.
2. Name some important provisions of Canadian immigration law. What changes, if any, would you favour?
3. Discuss the chief reasons for race and nationality prejudice. Consider
 - (a) Ideas of inferiority, (b) "In-group" versus "out-group" attitudes,
 - (c) Attitudes of adults, (d) Economic competition, (e) Stereotypes.

Power Groups Within Our Society

Management
 Unions
 Financial organizations
 Political groups
 Organized lobbyists
 Racial groups
 Religious groups
 Effect of group pressures on public opinion

Labour and Management

Trade unions
 International regulation of labour-management affairs
 Progress in labour-employer relations
 Competitive pricing, the problem of industry
 The public and labour-management activities
 The movement toward co-operation between government, labour and management

Projects and Problems

1. During a period of two or three weeks collect for use in class discussion all articles concerning management - labour affairs.
2. Prepare a report on labour legislation in Canada.
3. Report on the details of a labour contract recently negotiated by some major industry or by a company in your community. What concessions did each side make?
4. What is the purpose of a labour union? Why do union members sometimes resort to striking or picketing?
5. What are some of the items included in modern labour contracts?
6. When does the government interfere in strikes? Describe mediation services.
7. Using examples from Canadian industry, develop a report on profit sharing.
8. Have three students represent labour and three represent management at the council table. Have the class decide what the issues of the discussion are to be.

Morality in Public Office

Dangers of patronage
 Temptations toward "profit from position"
 Raising of election funds
 Lobbying

Old Age and Social Security

Change in life expectancy
 Increase in the number of aged since 1900
 Factors causing increased life span
 Housing and care
 Pensions
 Interests and leisure
 Responsibilities of society

Living Standards in Our Community

The meaning of "standard of living"
 The budget and living standards
 The savings programme
 Borrowing
 Wise buying
 Buying according to government specifications
 Consumer organizations

Projects and Problems

1. Invite a speaker from the Better Business Bureau to address the class on the work of the Bureau.
2. By obtaining contract forms for deferred-payment buying, draw up a report on the rate of interest charged on the average unpaid balance.
3. Make a list of ten necessities, ten comforts and ten luxuries (a) for yourself, (b) for one living in poverty, (c) for a millionaire.
4. Examine the impact of a vast foreign aid development project on the standard of living in an underdeveloped country.

The Problem of Population

Malthus's essay on population pressure
 Population growth during the past two centuries
 Patterns of growth
 Population growth in the United States and Canada
 Future problems arising from population pressures

Projects and Problems

1. Report on scientific experiments aimed at increasing the world's supply of food.
2. "The world's population explosion is far more dangerous to humanity than the threat of nuclear war". Conduct a debate on the above statement, bringing to bear as many as possible of the contemporary writings on population.
3. Account for variations in population increase in various parts of the world.
4. Why, in the last hundred years, has population not outgrown food supply as Malthus said it would? Can you cite a country where his theory did work out? Is it possible that his theory will work out on a world wide basis in the future?

BIBLIOGRAPHY

Landis, P.H., Sociology, Ginn and Company, 1964

Gavian et al., Our Changing Social Order, (D. C. Heath and Company), 1953
Copp Clark Publishing Company

Cole, W. E., and Montgomery, C.S., High School Sociology, (Allyn and Bacon),
1963, Macmillan of Canada

Candland, D. K., and Campbell, J. F., Exploring Behaviour, (Basic Books),
1962, General Publishing Company

McGrath, W. T., Youth and the Law, W. J. Gage Limited, 1964

Publications of the Ontario Human Rights Commission, Department of Labour,
Parliament Buildings, Toronto 2.

The brochure Human Relations is sent regularly to all schools. The Commission also publishes periodically, pamphlets on special topics. Teachers may obtain copies on application to the Ontario Human Rights Commission.

